

Standards Based Report Cards

Bourne Elementary Schools

Information for Parents & Caregivers

In December 2015, the Elementary Report Card Committee was formed based on a need for an updated report card more reflective of what students are learning in our classrooms. The committee was comprised of elementary teachers across the district who worked countless hours to create a more effective and informative standards based report card for parents, teachers, and students.

Standards Based Report Card Overview

A standards based report card communicates student progress toward meeting end-of-year learning standards. Teachers assess student performance against these learning standards, which are specific and observable grade-level skills articulated in the Bourne Public Schools Elementary Curriculum Guide. Teachers do this by measuring individual student performance against the identified concrete learning standards, rather than in relation to the performance of other students.

Our report cards reflect the learning standards as outlined in the Massachusetts Curriculum Frameworks. The standards based report card keeps teachers, parents, and students focused on the desired outcomes for year-end learning goals.

The Bourne Public Schools place a strong value on home-school partnerships, and we view the report card as an important tool in furthering our shared understanding about student growth in both the academic areas and skills for learning, including each child's unique approach to learning

Academic Performance Indicators

A standards-based report card uses academic performance indicators that are observable and objective. The standards are grade-level, end-of-year benchmarks that specify what students should know and be able to do at each grade level. They serve as a basis for our curriculum, instruction, and assessments, based upon a child's individual achievement.

4 – Student performs beyond the standard consistently and independently

A student who receives a 4 performs beyond the end-of-year, grade level standard with consistency, accuracy, independence, and quality.

3—Student is proficient with the standard

A student who receives a 3 shows proficiency with the end-of-year, grade-level standard with consistency, accuracy, independence, and quality.

2– Student is progressing toward the standard with support

A student who receives a 2 is progressing toward consistent and independent mastery of/proficiency in the grade-level standard.

1– Student is making minimal progress toward the standard

A student who receives a 1 is not yet demonstrating progress toward the grade level standard.

Skills for Learning

Skills for Learning provide an essential foundation for life-long learning. The use of these skills helps to create a positive learning climate for all students in our schools.

Skills for Learning encompass personal development, classroom/community skills, and approaches to learning and are addressed in this section of the report card.

Progress toward Skills for Learning is reported using a letter system detailing the frequency with which students display these skills.

Key for Skills for Learning

C - Consistently

S- Sometimes

R- Rarely

If you should have any questions about Standards Based Report Cards, please contact Bournedale Elementary School or Peebles Elementary School.

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